

“Linguistic Knowledge for Teachers – Part II”

CTGE 5534

Beginning Reading and Writing
in Inclusive Classrooms

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Understanding Consonants

- **Stops** – The production of sound completely stops the flow of air through the mouth
 - (/p/, /d/, /t/, /d/, /k/, /g/)
- **Fricatives** – Require that air be substantially constricted
 - (/f/, /v/, /th/, /s/, /z/, /sh/)
- **Affricates** – Stop plus a fricative
 - (/ch/, /j/)
- **Nasals**- All air is exhaled through the nose. All are *voiced*.
 - (/m/, /n/, /ng/)

Understanding Consonants (Continued)

- **Glides** – Articulated through a puff of air
 - (/w/, /h/, /wh/, /y/)
- **Liquids** – No clear beginning or end point in articulation. The most problematic for students!
 - (/r/, /l/)

Voiced versus Voiceless

- Voiced sounds are produced when we constrict the vocal cords and pass air over them.
- b, d, th (then), v, l, r, z, j (Jane)
- Voiceless sounds do not involve vibration of the vocal cords.
- p, t, k, s, sh, ch, th (thing)